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ABSTRACT

This document summarizes the academic standards-related activities of 26 national organizations, business organizations, and professional organizations. Each summary includes contact information and describes the organization's mission and purpose, interest in standards, and activities for technical assistance, dissemination, assessment, and teacher education. The inventory will help the National Education Goals Panel identify organizations and associations that: (1) conduct activities related to "world-class" standards; (2) develop performance standards and assessments; (3) give states and localities technical assistance and feedback on their standards; (4) develop comments on content standards; and (5) inform educators and the public. (LMI)

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NATIONAL EDUCATION GOALS PANEL

INVENTORY OF ACADEMIC STANDARDS-RELATED ACTIVITIES

NATIONAL EDUCATION GOALS PANEL

JULY, 1995

95-07

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NATIONAL EDUCATION GOALS PANEL

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EXECUTIVE SUMMARY

The following is an inventory of various organizations' activities relating to academic standards. This information has been collected to assist the Panel's identification of potential collaborating organizations and ways to promote and strengthen state academic standards. Included are short summaries of their standards-related activities. This inventory will assist the Panel with answers to the six important questions outlined below.

1. Who is doing work concerning "world-class" standards?

American Federation of Teachers publishes the "Defining World-Class Standards" series, and has released collections of standards, curriculum materials, and exams from around the world for use in developing "world-class" standards.

New Standards produces standards which include samples of international standards, and recruits professionals from around the world to review the standards in light of their respective country's curriculum.

See also: CBE, CCSSO, National Skill Standards Board, U.S. Department of Education.

2. Who is developing performance standards and assessment?

American Association for the Advancement of Science's Project 2061 is developing standards and assessments in science and mathematics.

Association of American Publishers' Test Committee provides assessment programs in accordance with content standards.

Council of Chief State School Officers' State Collaboratives on Assessment and Student Standards program is helping states develop assessments.

Council of the Great City Schools is developing high content standards and aligned state and urban assessment systems with select states and school districts.

New Standards is developing a standards linking protocol which will guide analysis and comparison of model national New Standards' standards and the standards of 18 participating states and 6 metropolitan areas.

See also: *AACTE, College Board, MENC, NCTM, National Skill Standards Board, U.S. Department of Education.*

3. Who is giving states and localities technical assistance and feedback on their standards?

American Federation of Teachers provided states with a set of criteria to use when developing and judging standards: "Criteria for High Quality Standards," February 1995.

Council for Basic Education is working with various states and school districts, providing assistance and input in the standards implementation process.

Council of Chief State School Officers offers states technical assistance in developing standards through the Curriculum and Instructional Improvement Program.

National Governors' Association held a meeting of representatives from Governors' offices and State Departments of Education to encourage sharing of lessons learned in standards implementation.

National Science Foundation's Education Systemic Reform project funds states and school districts in their efforts to implement standards in math and science.

State Education Improvement Partnership joins the Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Conference of State Legislatures, and National Governors' Association to support state standards implementation.

See also: *AACTE, BRT, CCE, College Board, Committee to Review National Standards, Council of the Great City Schools, NASDC, New Standards, U.S. Department of Education.*

4. Who is developing comments on content standards?

Committee to Review National Standards plans to commission a number of analyses of the proposed subject area content standards.

Council for Basic Education plans a review of the National History Standards.

See also: *CCE, College Board, CCSSO, NCTM.*

5. Who is informing educators and the public?

American Association of Colleges for Teacher Education sponsors conferences to provide a forum for understanding policy and practice implications of standards.

Coalition for GOALS 2000 provides GOAL LINE, an online service that dispenses information about education reform, content standards, and GOALS 2000.

Consortium for Policy Research in Education researches and writes on standards-based reform.

Council for Basic Education is organizing a project to "rationalize" standards through a series of documents that present them in an easily understood manner.

Keep the Promise Education Excellence Partnership is a collective effort of the American Federation of Teachers, the Business RoundTable, the National Alliance of Business, the National Governors' Association, and the U.S. Department of Education that sponsors a national advertising campaign including television, radio, print ads, an 800 number and pamphlets that attempt to build public support for school reform and high standards.

National Urban League's Parent Mobilization Initiative is aimed at mobilizing communities to support school reform and providing standards information to low-income parents.

See also: *AAAS, AFT, BRT, CCE, College Board, Council of the Great City Schools, NAB, NCTM, National Geographic Society, NSF, U.S. Department of Education.*

6. Who in the business community is involved with standards?

The Business Task Force on Student Standards is a task force of 37 corporations, including the National Alliance of Business and the Business RoundTable, with the goal of formulating recommendations from the business community on student standards. The Task Force published "The Challenge of Change: Standards to Make Education Work for All Our Children," which outlines the principles that business people believe should guide standard development.

The Task Force will be producing "Adapting Student Standards for your Community and Its Schools: How Business Can Help Prepare Young People for Employment Success," which will help employers become involved in standards activities, along with several other dissemination products.

Business RoundTable recently issued a 2nd edition of their education public policy agenda which stresses the need for high academic standards. RoundTable companies create or join coalitions to support state level education reform.

This inventory is intended as a resource for the Goals Panel in finding ways to promote and strengthen state academic standards.

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AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

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2. Mission and Purpose

The American Association for the Advancement of Science (AAAS), founded in 1848, is the world's leading general scientific society, with more than 144,000 individual members, and nearly 300 affiliated scientific and engineering societies and academies of science. The AAAS engages in a variety of activities to advance science and human progress.

3. Interest in Standards

The AAAS is working towards science literacy for all citizens. Their Project 2061 is a long-term reform initiative with the goal of transforming K-12 science, mathematics, and technology education to ensure science literacy for all high school graduates. This program stresses high standards for all students.

4. Activities

Project 2061

* Project 2061 is a long-term initiative to reform K-12 science, mathematics, and technology education nationwide through a focus on high-quality curriculum, student creativity, and teacher input.

* The 1989 report, *Science for All Americans*, outlined what high-school graduates should know and be able to do in science, mathematics, and technology.

* Cross-grade/cross-discipline teams of teachers and administrators at six demographically different sites across the country have worked with the Project to create local curriculum

models that develop and identify learning experiences and resources that contribute to science literacy goals, and to provide ongoing professional development workshops and presentations at local and national events.

* In 1993 the Association published *Benchmarks for Science Literacy* which translated the science literacy goals of *Science for All Americans* into specific learning expectations in science, mathematics, and technology for the ends of grades 2, 5, 8, and 12. *Benchmarks* is also available on disk in MS-DOS, Macintosh, and Windows formats.

* AAAS/Project 2061 will soon publish *Resources for Science Literacy*, a two-part computer-based tool to help educators enhance their own science literacy, analyze curriculum materials, and identify those that promote science literacy. *Resources for Science Literacy, Part 1: Professional Development* will be available by December 1995; *Part 2: Curriculum Materials* will be available in 1996.

* AAAS/Project 2061 is developing *Designs for Science Literacy*, a handbook to ground new educators in the design tradition and guide them through a systematic process as they create local, K-12 curricula around the recommendations in *Science for All Americans* and *Benchmarks*. *Designs for Science Literacy* will be published in the Fall of 1996.

* They have also convened a dozen expert groups to report on various aspects of the education system and consider how they must change to accommodate the reforms being proposed by Project 2061. These reports — on teacher education, assessment, school organization, equity, business and industry, research, family and community, and more — will be integrated into a single volume, *Blueprints for Reform*, scheduled for publication in 1997.

* Eventually, all of the AAAS/Project 2061 tools for education reform will become part of a sophisticated, state-of-the-art multi-media computer system. Users will be able to move easily from one tool to another and to access information on national education standards.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

1. Contact

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2. Mission and Purpose

The American Association of Colleges for Teacher Education (AACTE) is a voluntary organization of teacher education institutions that works with the National Council for Accreditation of Teacher Education (NCATE) to establish and revise standards for teacher education.

3. Interest in Standards

The AACTE is concerned with preparation of teachers to address K-12 standards, use of performance assessments for students and teachers, and the relationship of performance standards to standards for design and content of teacher preparation programs. As a member of the Interstate New Teacher Assessment and Support Consortium (INTASC), the Association participates in development of model teacher licensure standards and assessments.

4. Activities

Technical Assistance

* The Association provides technical assistance for institutions seeking to meet accreditation standards; AACTE also provides information and technical assistance seminars on national and state policy issues related to standards and professional development.

* The Association is a member of the Alliance for Curriculum Reform, a coalition of national subject-matter organizations, which is currently providing assistance to teachers and schools with implementation of new standards.

Dissemination

* *Standard Setting as Educational Reform* which focused on national and state standards, was published by the AACTE in 1993.

* A series of conferences are being conducted by the Association to provide a forum for understanding policy and practice implications of standards for licensure and teacher preparation.

* The AACTE publishes a semi-annual compilation of information on state legislative actions, including policy on teacher licensure and preparation standards.

Assessment

* The Association is the lead organization in the Teacher Education and Professional Development Resource Group established by the Goals Panel to consider implementation issues related to the teacher development Goal.

* *Criteria for the Evaluation of Student Assessment Systems* was developed by the Association along with other members of the National Forum on Assessment Coalition. This group will soon be completing *Principles for Student Assessment Systems*.

* The Association is participating in a project sponsored by the National Council on Measurement in Education to develop guidelines for teacher preparation in the area of assessment.

Teacher Education

* The Association sponsored a 1993 Wingspread conference on "Setting Standards and Educating Teachers," where the implications of the voluntary standards on teacher preparation were explored. A volume was later published based on this event.

AMERICAN FEDERATION OF TEACHERS

1. Contact

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2. Mission and Purpose

The American Federation of Teachers (AFT) is a teacher union that represents the professional, economic, and social concerns of elementary and secondary teachers, higher education faculty, and other school employees.

3. Interest in Standards

The American Federation of Teachers supports standards-based reform as a method of improving student achievement and aligning the components of the education system around a clear set of goals. The AFT believes that common rigorous standards could help give all students access to a rich and challenging curriculum, and could help create a system that supports and motivates students to achieve at high levels. Standards should also help focus and improve the training and professional development of teachers and other school staff.

4. Activities

Assistance and Feedback

* The American Federation of Teachers is providing technical assistance for their affiliates at the state and local level who are involved in the development, review and implementation of standards.

* In order to assist states, the AFT has created a set of criteria to use when developing and judging standards, *Criteria for High Quality Standards*, February 1995.

* AFT provides feedback to states in their work to develop standards.

* At their upcoming Quest Conference, AFT will be releasing a progress report on state standards activities, assessing the quality of current standards and progress in standards development.

"World-Class" Standards

* The Federation will soon be releasing "Setting World-Class Standards" Kits in the core subjects, which are collections of standards, curriculum materials, and exams from around the world for use in developing "world-class" standards.

* AFT is producing the "Defining World-Class Standards" series that reports what high achieving foreign countries expect of their students. The first volume, *What College-Bound Students Abroad Are Expected to Know About Biology*, focused on college entry-level science standards in various countries.

* An upcoming volume of the "Defining World-Class Standards" series will focus on curriculum, standards, and exams for non-college bound students in France, Germany, and Scotland.

Dissemination

* Standards and GOALS 2000 are discussed regularly in Federation publications and the union works to inform the general membership, the public, and state and local affiliates about standards initiatives and to encourage their involvement.

ASSOCIATION OF AMERICAN PUBLISHERS' TEST COMMITTEE

1. Contact

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2. Mission and Purpose

The Association of American Publishers' Test Committee is a group of for-profit and non-profit publishers who help school districts and states develop, implement, score and interpret various types of assessment instruments used to assist in measuring and evaluating the nation's school children and to inform and improve instruction.

3. Interest in Standards

The Test Committee members' assessment tools are produced according to the market demands and educational needs of the states and districts, and the content standards that have been identified. These assessments conform to nationally recognized technical professional standards, including validity and reliability.

4. Activities

* Test Committee members are currently working with over two-thirds of the states and virtually all local educational agencies.

* Test Committee members have provided customized large-scale assessment programs, standardized performance-based assessments, portfolio assessments, diagnostic tests, and enhanced multiple choice tests; many of which are aligned with new content standards.

* Assessments are currently available that are norm-referenced, standards/criterion-referenced, or both.

* Members of the Test Committee are interested in building valid and reliable assessments that reflect "world-class" standards as they are developed and accepted, and in working with state and local educators to continue to provide quality assessments.

* Textbook publishers will align with content standards as long as state curricula are also aligned.

THE BUSINESS ROUNDTABLE

1. Contact

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2. Mission and Purpose

The Business RoundTable is an organization of chief executive officers of major American corporations who examine public policy issues that affect the economy, develop positions on these issues, and advocate for relevant reform.

3. Interest in Standards

In 1989 The Business RoundTable responded to President Bush's call for a commitment to reform the education system. The RoundTable's Education Initiative is a 10-year effort to improve education performance through comprehensive education reform strategies in all states. High academic standards that prepare students for success in school, in the workplace, and in life are a key component to the RoundTable's strategy.

4. Activities

State Coalitions

* RoundTable companies create or join coalitions to support state-level education reform.

State Policy Agenda

* The Business RoundTable recently issued a 2nd edition of its education public policy agenda, "Continuing the Commitment: Essential Components of a Successful Education System," which stresses high academic standards as central to its nine-point reform agenda.

Keep the Promise Education Excellence Partnership

* A collective effort of the American Federation of Teachers, The Business RoundTable, the National Alliance of Business, the National Governors' Association, and the U.S. Department of Education that sponsors a national advertising campaign including television, radio, print advertisements, an 800 telephone number and pamphlets that attempt to build public support for school reform and high standards.

Business Coalition for Education Reform

* The Business Coalition for Education Reform is co-chaired by The Business RoundTable and the National Alliance of Business, and acts as the collective voice of the business community on national and federal education issues. They recently established The Business Task Force on Student Standards to recommend principles to guide the standards-setting process.

CENTER FOR CIVIC EDUCATION

1. Contact

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2. Mission and Purpose

The Center for Civic Education is a non-profit organization engaged in the research, development and implementation of civic education programs for public and private schools at the elementary and secondary levels. The mission of the Center for Civic Education is to promote informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy.

3. Interest in Standards

The Center developed the *National Standards for Civics and Government* with support from the U.S. Department of Education and the Pew Charitable Trusts.

4. Activities

* The Center for Civic Education has distributed approximately 30,000 copies of the *National Standards for Civics and Government* to stimulate awareness of and interest in the standards.

* In the course of developing the *Standards*, review committees were established in the 50 states. Review committee members continue to provide in-service programs for educators and are available to speak to civic organizations.

* The Center cooperates with and provides technical assistance for states and local school districts who want to adopt the *National Standards for Civics and Government* or adapt the *Standards* for their own use.

* The Center provides teacher education programs at the local, state and national levels.

* The Center cooperates with professional and civic organizations in disseminating the *National Standards*.

* The *National Standards in Civics and Government* are available on the Internet.

* The *Standards* also are available on the new international computer network CIVNET. CIVNET fosters international information exchange and strengthens human networks on behalf of civil society.

COALITION FOR GOALS 2000

1. Contact

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2. Mission and Purpose

The Coalition is an alliance of national organizations committed to helping local communities achieve the National Education Goals. Members include non-profit groups, business and professional trade associations, individual businesses and education organizations.

The Coalition has four main purposes:

* to provide a framework outside the government for organizations that want to be part of the GOALS 2000 movement;

* to allow organizations with expertise or a particular focus to offer that expertise nationwide;

* to serve as a resource to Community or State 2000 efforts looking for support in a community; and

* to raise public awareness about the need to achieve the National Education Goals.

3. Activities

GOAL LINE

* A subscription-based online service dedicated to providing information to community activists involved in local education reform.

* Through GOAL LINE, the Coalition disseminates information on GOALS 2000 and content standards and provides daily education reform news updates.

Available on GOAL LINE:

* Content standards as they become available.
* State standards.
* National Education Goals Panel information on the standards.
* Online discussion of standards.
* Write-ups on exemplary programs and practices.

THE COLLEGE BOARD

1. Contact

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2. Mission and Purpose

The College Board is a non-profit organization serving students, schools, and colleges through programs designed to promote and improve academic standards and educational opportunity. Their mission stresses educational excellence for all students.

3. Interest in Standards

The College Board advocates high academic standards as a method of promoting educational opportunity for all students.

4. Activities

Forum on Standards and Learning

* A long term operational alliance which combines the efforts of the College Board and six national subject-matter organizations in discussing and supporting subject area standards with a cross-disciplinary perspective and with respect to their overall coherence.

Future plans include:

* Production of a national publication that clarifies how the standards taken together provide a vision for shaping K-12 education reform.

* Development of a network of school demonstration sites to bring technical assistance and expertise to the practitioner level.

Pacesetter

* Integrates standards, teaching and assessment at the secondary level in Mathematics, English, and Spanish.

* Sets high standards for all high school students.

* Prepares teachers to deliver course frameworks reflecting these standards.

* Provides varied assessment instruments to measure student achievement.

Equity 2000

* Seeks to promote academic excellence through district-wide policy changes that raise standards in six urban school districts in middle and high schools.

* Professional development, parental involvement, and academic enrichment are also stressed.

Advanced Placement

* Provides college level instruction and credit to high school students.

* Course descriptions and curriculum outlines are based upon rigorous standards, teaching guides, and examinations.

COMMITTEE TO REVIEW NATIONAL STANDARDS

1. Contact

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2. Mission and Purpose

The Committee to Review National Standards is a project of the American Enterprise Institute for Public Policy Research in Washington, D.C.

The Committee has four main tasks:

* To analyze the proposed standards and GOALS 2000 legislation;

* To build alliances with groups interested in the standards issue and GOALS 2000;

* To work with members of Congress and their staffs as they consider standards and GOALS 2000 issues; and

* To provide parents, educators, policy makers, and civic leaders in the states with information about standards and related legislation.

3. Activities

* The Committee will commission a number of analyses of the proposed subject area content standards.

* The Committee will develop and disseminate a guide that analyzes the key issues in developing history standards.

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

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2. Mission and Purpose

The Consortium for Policy Research in Education combines the work of five research institutions in a venture to improve student learning through research on education finance and policy. The research is built around three goals:

* To focus research on policies that foster high levels of learning for all students.

* To promote greater coherence of state and local education policy.

* To help increase the responsiveness of state and local education policies and finance to the diverse needs of the people they are designed to serve.

3. Interest in Standards

The Consortium for Policy Research is interested in how to improve policy coherence in the area of education reform and standards.

4. Activities

* The Consortium's researchers have written about a strategy of coordinating policies around a common set of ambitious expectations for student learning in key subjects.

* After studying reform in dozens of states and districts, Consortium researchers are publishing numerous papers concerning political and finance issues surrounding standards-based reform and early experiences in developing content standards.

COUNCIL FOR BASIC EDUCATION

1. Contact

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2. Mission and Purpose

The Council for Basic Education (CBE) is a non-profit organization that promotes excellence in education by directing programs and publications to strengthen teaching and learning.

3. Interest in Standards

The Council recognizes high academic standards as the most important part of its mission to promote educational excellence. Standards were embraced by the founders of the Council and were written into the organization's Articles of Incorporation in 1956.

4. Activities

Dissemination

* *Standards: A Vision for Learning* promoted and defined standards as a key issue in systemic education reform, followed by *A Standards Primer*.

* *Basic Education* is a publication that provides coverage and support of academic standards. Several issues have been devoted to standards.

* CBE has begun a project to "rationalize" the standards in hopes of clarifying the need for the current content standards, and educating the public, policymakers, and school officials through a series of documents that present the standards in an easily understood manner.

Assistance

* Convening two panels to review and make recommendations related to the National History Standards produced by the National History Center at UCLA.

* Participated in the Chicago Learning Outcome Standards Project assisting the development of academic standards for grades 4,8, and 11 in public schools.

* Recently reviewed and developed comments on the Commonwealth of Virginia's draft standards.

* Assisting Milwaukee Public Schools in defining K-12 content standards.

* In Jackson, Mississippi, the Council is working with teachers and citizens in drafting standards for their students.

"World-Class" Standards

* The Council is planning to convene an international symposium to consider a definition of "world-class" standards.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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2. Mission and Purpose

The Council of Chief State School Officers is a nonprofit organization comprised of education public officials. The Council represents all the states on federal and national education policy issues and, with private and public support, undertakes projects that assist states with policy and administrative initiatives.

3. Interest in Standards

The Council of Chief State School Officers is involved in shaping federal law and policy on standards and in providing technical assistance to states in their standards development efforts.

4. Activities

Curriculum and Instructional Improvement Program

* Coordinates national and state standards development.
* Offers technical assistance to states in developing standards.
* Supports information sharing through inter- and intra-state networks of state agency personnel.
* Works with state leaders to support standards.
* Reviews national curriculum standards.

- Publishing reports describing the progress of state's standards development based on its 1994 conference on Standards-focused Collaboration to Improve Teaching and Learning.

State Collaboratives on Assessment and Student Standards

- Enables states to pool their resources for developing assessments in various subject areas.
- Developed assessments in science, health education, workplace readiness, and the arts.
- Creating an information system on standards and assessments in reading and writing, and pursuing research related to performance assessment.
- Helping states develop assessment systems for state and local implementation of the Improving America's Schools Act.
- 43 States are currently involved in one or more of the on-going State Collaborative development projects or assessment consortia.

"State Curriculum Frameworks in Mathematics and Science: How are they changing across the states?"

- A report that defines and describes state mathematics and science curriculum frameworks, and assists states with development of new frameworks.

Opportunity-to-Learn Standards

- Providing assistance to states in developing opportunity-to-learn standards, and educating the public as to the importance of these standards.

Effective Schools for Children in Poverty

- A project designed to help states strengthen leadership in ensuring that students at high poverty schools receive a high level of education to meet performance standards.

Interstate Teacher and Principal Licensure Consortia

* Two projects, one for teachers (INTASC) and a second for principals, the Interstate Principals Licensure Consortium (IPLC), help states improve teacher and principal licensure standards, requirements and assessments related to new student standards.

State Education Improvement Partnership

* Combines forces of the Council, the Education Commission of the States, the National Association of State Boards of Education, the National Conference of State Legislators, and the National Governors' Association to provide technical assistance such as workshops, networks, information services on the Internet, forums, and individual consultations to states involved with statewide improvement projects, GOALS 2000 and standards development.

International Comparisons of Standards, Assessments, and Student Achievement

* The Council serves as the United States' Representative to the International Association for the Evaluation of Educational Achievement (IEA), which is currently undertaking a fifty nation study of mathematics and science achievement results and curriculum practices. IEA is also conducting comparative studies of civics education, reading literacy, computers in education, pre-primary programs, and language.

COUNCIL OF THE GREAT CITY SCHOOLS

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2. Mission and Purpose

The Council of the Great City Schools is a non-profit organization representing the fifty largest school districts in the country. The Council is committed to advocating for the interests of those school districts and the improvement of education within cities.

3. Interest in Standards

The Council promotes the implementation of high standards in urban school districts.

4. Activities

Dissemination

* The Council is conducting a survey to ascertain the status of standards implementation in city schools and to determine what kinds of assistance is needed.

* A conference on standards, focused on linking local, state, and national standards, promoting public engagements, and connecting standards to professional development, will be held September 26 — October 1, 1995.

Assessment

* The Council is working with the Council of Chief State School Officers on a project related to the development of high content standards and aligned state and urban assessment systems with a select number of states and school districts.

* The Directors of Research and Evaluation and Assessment in the Council member districts are working towards a professional development initiative around research assessment and evaluation reform issues.

KEEP THE PROMISE EDUCATION EXCELLENCE PARTNERSHIP

1. Contact

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Keith Poston/National Alliance of Business
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Paul Goren/National Governors' Association
Tel: (202) 624-5309
Richard McGowan/Young & Rubicam
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2. Interest in Standards

Keep the Promise is a five-year public service advertising campaign of the Ad Council, the American Federation of Teachers, Business RoundTable, the National Alliance of Business, the National Governors' Association, and Young & Rubicam. The Partnership aims to energize parents, teachers, business and community leaders in support of high standards and school reform.

3. Activities

* The Partnership has released television, radio, and print advertisements in support of standards and school reform.

* An 800-telephone number, 1-800-96-PROMISE, is available for information on education reform.

* The Partnership also provides a "good school" checklist that includes resources for further involvement.

MUSIC EDUCATORS NATIONAL CONFERENCE

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2. Mission and Purpose

The Music Educators National Conference is dedicated to the advancement of music education through programs, activities, publications, and conferences.

3. Interest in Standards

The Music Educators National Conference led the Consortium of National Arts Education Associations in developing "National Standards for Arts Education."

4. Activities

Dissemination

* The Music Educators National Conference is distributing copies of "National Standards for Arts Education" and "The School Music Program: A National Vision," along with other standards-related publications through their professional resources catalog and resource shops at state and division meetings.

* The Music Educators National Conference is holding sessions on the National Standards at every state and division conference.

* They also have produced pre-kindergarten music standards, opportunity-to-learn standards for music instruction, and "A Tool Kit for Implementing the Standards" containing resources for implementing standards in music.

Teacher Training

* The Music Educators National Conference has produced teaching examples tied to the music standards.

* They are currently involved in developing "Strategies for Teaching," a 13-book series containing strategies linked to the National Music Standards.

* In addition, the Conference is developing a paper on issues related to teacher preparation standards.

Performance Standards

* The Conference is presently engaged in developing student assessment standards.

NATIONAL ALLIANCE OF BUSINESS

1. Contact

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2. Mission and Purpose

The National Alliance of Business (NAB) is working to ensure a competitive American workforce through improved education.

3. Interest in Standards

The National Alliance of Business is striving to assure that business interests are considered in the standards development and review process. NAB helped to organize the Business Task Force on Student Standards comprised of 37 corporations with the goal of formulating recommendations from the business community on student standards.

4. Activities

Research by the Business Task Force

* The Task Force will commission a search about what is already known concerning knowledge, skills and qualities sought by employers, with a special emphasis on required proficiency levels in major academic areas.

* They plan to survey companies and invite a select group of successful corporations to participate in a structured analysis of the knowledge, skills and qualities they consider essential for successful employment.

Dissemination by the Business Task Force

* Issued *The Challenge of Change: Standards to Make Education Work for All Our Children* which outlined the principles that business people believe should guide the development of student standards.

* The Task Force will produce materials for standards and curriculum developers based on the information collected through the surveys and structured analyses.

* They also hope to produce "Adapting Student Standards for Your Community and Its Schools: How Business Can Help Prepare Young People For Employment Success," which would help employers become involved in standards activities.

Teacher Training

* The Task Force plans to produce "A Guide for Teachers: Student Standards and Assessment from the Business Viewpoint," which would equip teachers with the information and ability to evaluate student performance from the employer perspective.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

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2. Mission and Purpose

The mission of the National Council of Teachers of Mathematics (NCTM) is to provide vision and leadership in improving the teaching and learning of mathematics so that every student is ensured an equitable standards-based mathematics education and every teacher of mathematics is ensured the opportunity to grow professionally.

3. Interest in Standards

The NCTM produced "Curriculum and Evaluation Standards for School Mathematics," "Professional Standards for Teaching Mathematics," and "Assessment Standards for School Mathematics," in which standards are identified for all aspects of mathematics education including assessment, evaluation of teaching, the support and development of mathematics teachers, curriculum and the appropriate use of technology.

4. Activities

* The NCTM is undertaking a series of surveys to assess the impact of the mathematics standards.

* Focus groups will meet to assist the NCTM in updating the standards.

* The Council is undertaking the development of an addendum to the teaching of assessment standards.

Dissemination

* The NCTM has distributed 255,700 copies of the content standards, 120,400 copies of the teaching standards, and released the assessment standards on May 23, 1995.

* A Standards Coordination Committee was established to coordinate Council activities related to the standards, and to make recommendations to the Board of Directors on needed programs and initiatives related to the implementation of the standards.

* The NCTM has also produced three videotapes and numerous materials to assist the public's understanding of the standards, and made use of broadcast public service announcements and print editorials for the same purpose.

Teacher Training

Activities dealing with professional development have included:

* A twenty-two addenda booklet series of examples reflecting the incorporation of standards into teaching.

* Special conferences dealing with standards-based proposals.

* Updating guidelines for pre-service teacher development used by the National Council for Accreditation of Teacher Education to reflect the recommendations contained in the standards.

* Cooperative work with the National Board for Professional Teaching Standards.

* Scheduling speakers on programs of NCTM conferences to provide information and assistance in areas such as curriculum, teaching, evaluation, and assessment.

Performance Standards

* The NCTM encourages state and local agencies to develop performance standards.

Development of standards-linked instructional materials

* Annual conferences are held with publishers, test developers, and distributors of educational materials inviting their input and encouraging the incorporation of standards into their products.

NATIONAL GEOGRAPHIC SOCIETY

1. Contact

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National Geographic Society
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2. Mission and Purpose

The National Geographic Society is a non-profit organization with an interest in promoting geographic education.

3. Interest in Standards

The Society provided financial support and took part in the consortium of geographic organizations that drafted "Geography for Life: National Geography Standards 1994." The Society sponsors a network of state geographic alliances which help disseminate the geography standards and offer associated teacher training.

4. Activities

Dissemination

* The Society provides financial support and technical assistance for a 50-state network of state geographic alliances.

* 105 summer institutes for teachers in fifteen states will deal exclusively with the standards and the other 90 will include a standards theme.

* An executive summary of "Geography for Life" was published by the Society.

* The Society produced a fifteen-minute multi-image program that will introduce the standards to a lay audience.

* The Society also produced "Earth 2U, Exploring Geography" — an interactive traveling geography exhibit that includes standards-rich material — with assistance from the Smithsonian Institution Traveling Exhibition Service (SITES).

Teacher Training

* Advanced geography institutes for teachers conducted at Society headquarters each summer will address the standards.

* A yearly academy for state geographic alliance coordinators will focus on the standards and their implementation.

* A teacher's guide of activities and readings for the geography of the United States to be published by the Society in cooperation with the Association of American Geographers is aligned with the geography standards.

* A ten-page summary designed for teachers as a quick reference to the standards was published by the Society this year.

Associated Activities

* Approximately 50 grants are awarded annually to individual teachers for projects that apply the standards.

* All questions used in connection with the Geography Bee will be keyed to standards.

* Standards will be promoted in connection with "Geography Awareness Week" activities.

Performance Standards

There are no current plans to develop national models for performance standards or assessments. However, alliances in a number of states are working on performance standards and assessments at local and state levels.

Development of standards-linked instructional materials

All educational materials and products created by the Society will reflect the national geography standards. The standards-based instructional materials being produced by the

individual state alliances are tailored to meet the needs of the state or local area while ensuring consistency with the national geography standards.

NATIONAL GOVERNORS' ASSOCIATION

1. Contact

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2. Mission and Purpose

The National Governors' Association's ongoing mission is to support the work of Governors in the states and territories by providing a bipartisan forum to help shape and implement national policy and to solve state problems.

3. Interest in Standards

Governors have been in the forefront of education reform for more than a decade. Through the NGA report *Time for Results*, Governors focused national attention on improved student achievement and performance. The nation's Governors played an integral role in the establishment of the National Education Goals, the deliberations of the National Council on Education Standards and Testing, and recent efforts to implement systemic education reform plans. At the center of gubernatorial involvement is the need to establish standards that reflect high academic achievement so that states individually and collectively can meet the needs of a changing economy. NGA has assisted Governors and their staffs in understanding more about standards development and implementation at the state level, and provided access to groups involved in the development of standards. This is particularly important as states embark in the development of their own content and performance standards.

4. Activities

* NGA's Education Policy Studies Division recently held a meeting of representatives from Governors' offices and state departments of education on the issue of standards development. This meeting was structured to have states well along in the standards development process work with states at earlier stages in the process, sharing lessons

learned from these experiences. A publication featuring state case studies on standards development will be released in the fall.

* NGA is a partner in the Education Excellence Partnership which is sponsoring a nationwide public awareness campaign to build support for education reform through high standards. The *Keep the Promise* campaign has included TV and radio spots as well as publications on ways to improve student performance. In addition NGA has published materials on building public support for education reform that is standards-driven.

* NGA recently published a series of reports entitled *Capacity for Change*. This series examined needed changes in professional development for educators and in state departments of education to reflect standards-driven education reform plans.

* NGA has been working with states on their planning and implementation of school-to-work transition programs. An integral part of school-to-work programs is standards development both in education and workforce development. NGA staff have assisted states in linking standards development in education to issues related to lifelong learning.

NATIONAL SCIENCE FOUNDATION

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2. Mission and Purpose

The National Science Foundation (NSF) is striving to promote excellence in mathematics, science, and technology by funding research and education.

3. Interest in Standards

The Directorate of Education Human Resources of the NSF is interested in promoting high academic achievement in mathematics and science for all students.

4. Activities

* The NSF operates a number of grant programs that support standards-based mathematics and science: Teacher Enhancement, Instructional Materials Development, Informal Science Education, Advanced Technological Education, Collaborative for Excellence in Teacher Preparation, and Comprehensive Partnerships for Minority Student Achievement.

* All of the teacher development activities funded under these programs are closely related to standards.

* The Educational Systemic Reform program, including the Statewide Systemic Initiatives Program (SSI) and the Urban Systemic Initiatives Program (USI), funds states and school districts which have made progress in ensuring high quality mathematics and science for all students. Several participants are developing curricular frameworks in mathematics and science and are looking to national standards for guidance.

* NSF has been one of the funding partners for the National Academy of Sciences, National Research Council to develop teaching and assessment standards in science.

* The foundation has awarded funds to the Council of Chief State School Officers to conduct a study of state and curricular frameworks in mathematics and science.

* These programs are examples of the standards-related activities of the National Science Foundation. NSF requires that each of its funded projects provide opportunities for teachers and students to meet high standards for learning.

NATIONAL SKILL STANDARDS BOARD

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2. Mission and Purpose

The National Skill Standards Board was authorized in 1994 as Title V of the GOALS 2000: Educate America Act to "serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of skill standards...." It is composed of 28 members representing business, organized labor, and a mixture of human resource professionals, educators, community organizations, state and local government, and non-government organizations.

3. Functions

The functions of the Board include: a) the identification of occupational clusters of major occupations that involve one or more US industries and share characteristics appropriate for common standards; b) the establishment of voluntary partnerships to develop standards; c) the performance of such research, dissemination and coordination activities as conducting workforce research, maintaining a catalogue of the skill standards of other countries, serving as a clearinghouse to facilitate information sharing, developing common nomenclature related to skill standards, encouraging the development and adoption of curricula and training materials, providing technical assistance to those developing the standards, and facilitating coordination among the partnerships.

4. Activities

The first meeting of the Board was held April 5th and 6th, and the second on June 26th in Washington, DC. Their activities are just beginning to get underway.

NATIONAL URBAN LEAGUE, INC.

1. Contact

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2. Mission and Purpose

The National Urban League strives for social and economic equality for African Americans through advocacy, race relations, program services, research and technical support to its affiliate network.

3. Interest in Standards

The National Urban League is focusing its advocacy efforts on the education and development of urban children, especially African American children. Effective parent involvement underscores all projects of the Education Initiative. The Urban League's projects enable parents to influence what is happening in schools and to become effective participants in their children's education at home. Part of their efforts concentrate on the need for parent support and understanding of high academic standards.

4. Activities

Parent Mobilization Initiative

* The Parent Mobilization Initiative, made possible by a 1994-95 planning grant from the Pew Charitable Trusts, is a project aimed at providing information to low-income parents about standards and mobilizing communities to celebrate achievement.

* The project stresses the importance of parents as teachers and educates them through meetings in local settings.

* These meetings serve to clarify academic expectations and the value of standards.

* An advisory committee of parents, business leaders, educators, policy makers, and religious and community leaders is overseeing the process.

* Three communities have been selected to participate in this program: Baltimore, MD, Cincinnati, OH, and Jersey City, NJ. They will convene focus groups and identify other community-based organizations with which to collaborate.

* The Urban League will work with the above three affiliates to help their school districts develop homework and policy hotlines that parents can use to gain important information about their schools.

* The planning will lead to a three- to five-year implementation grant.

NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

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2. Mission and Purpose

The New American Schools Development Corporation (NASDC) is a non-partisan, non-zprofit organization attempting to create a design for highly effective schools, and to assist communities in adopting the design.

3. Interest in Standards

NASDC has stressed academic standards as critical to their goals for creating "supportive operating environments" for schools.

4. Activities

* NASDC's design teams have developed clear standards statements that are adapted to local communities and provided a process for schools and local communities to use in the development of their own rigorous standards.

* Currently, NASDC is in the process of selecting states and urban areas which will become partners in transforming large numbers of schools using NASDC designs which stress standards.

* NASDC has partnerships with states and urban areas and works with them to insure that common high achievement standards exist for all the students they serve.

NEW STANDARDS

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2. Mission and Purpose

New Standards is a grassroots partnership of states and urban school districts that is adopting a set of high education standards and developing a new kind of assessment system to monitor student progress toward those standards. The primary goal of New Standards is to improve the academic performance of all students.

3. Activities

Performance Standards

* Performance standards are being developed at the elementary, middle, and high school levels in English language arts, mathematics, science, and applied learning.

* They include performance descriptions that explain how well students should know what they have learned, samples of student work, and commentary of student work samples in relation to the performance descriptions.

"World-Class" Standards

* Each draft of the New Standards' Performance Standards is being compared with curricula of appropriate countries.

* The performance standards will include samples of content statements, performance standards and assessment prompts from around the world.

* Professionals from around the world will be asked to review the standards in light of their knowledge of their respective country's standards, as well as in light of what is considered "world-class" in their field.

* The standards will be reviewed by a variety of experts in the United States.

Content Linking

* New Standards will be developing a standards-linking protocol which will guide analysis and comparison of differing standards documents.

* New Standards has been meeting with states and localities to consult with them as they develop their own content standards.

STATE EDUCATION IMPROVEMENT PARTNERSHIP

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Julie Bell/National Conference of State Legislatures
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Paul Goren/National Governors' Association
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2. Interest in Standards

The State Education Improvement Partnership is a collaborative venture to provide support for systemic education improvement and/or implementation of GOALS 2000. Through the Partnership, states obtain feedback and assistance from other states and experts on their improvement plans.

3. Activities

* The Partnership organizes forums and workshops on issues that state leaders have identified as important. These meetings are open to all states.

* Telephone consultation is available for state leaders.

* The Partnership compiles and disseminates research findings, best practices, and policy briefs related to broad systemic reform via the Internet.

* E-mail lists are organized so that state leaders can correspond with members of the Partnership, experts, and the U.S. Department of Education.

* The Partnership sponsors in-state working sessions with a state's governor's staff, state legislators, members of the board of education, and key state education agency staff to discuss strategies for addressing state reform concerns.

U.S. DEPARTMENT OF EDUCATION

1. Contact

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2. Mission and Purpose

The mission of the U.S. Department of Education is *to ensure equal access to education and to promote educational excellence throughout the nation*. The mission of the Department is based on the following principles:

1) to ensure educational excellence in education for all American students, standards of academic learning need to be raised; and
2) all students have access to high quality education.

The Department does not provide educational services directly; it supports states, local communities, and higher education institutions to improve education nationwide. The Department works in partnership with neighborhoods, schools, colleges, educators, parents, business leaders, and communities and states across the country.

3. Interest in Standards

The First Priority of the Department's Strategic Plan is to *help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment*. To accomplish this priority, the Department has developed an ambitious set of initiatives that support comprehensive, community-based reforms aimed at safe, well-disciplined schools and high academic and occupational achievement. These initiatives — including the GOALS 2000: Educate America Act, the Improving America's Schools Act, the School-to-Work Opportunities Act, and the National Family Involvement Partnership for Learning — foster the support, encouragement, and partnerships for states and communities to strengthen their schools to meet challenging standards and be more effective. The recent reauthorization of the Office of Educational Research and Improvement provides

significant additional support, as will other reauthorizations, including the Individuals with Disabilities Education Act. The Department believes that to raise academic achievement for all students, we must have clear expectations and high academic and occupational standards. Raising expectations for all our students is a key aspect of all the Department's initiatives — and higher expectations mean high academic standards.

4. Activities and Initiatives

GOALS 2000: Educate America Act

- provides financial support to states and local communities to strengthen their schools. As of June 1995, 48 states and the District of Columbia and Puerto Rico have submitted applications for planning grants. Ten states have submitted improvement plans and 4 have been approved;
- promotes safe and disciplined schools that use the best teaching practices and appropriate technology;
- focuses learning on basic and advanced knowledge and skills that help students meet challenging state standards;
- cuts federal red-tape in favor of local creativity and initiative.

Improving America's Schools Act

- provides federal support for at-risk children to help them achieve the challenging standards in core academic subjects set by states and communities;
- involves parents and communities in learning;
- improves teaching through better professional development;
- provides assistance to make schools safer and drug-free; and
- supports effective changes in school practice and management.

School-to-Work Opportunities Act

* helps communities and states put in place high-quality systems of academic and occupational education to give students the opportunity to graduate with the knowledge, skills, and workplace experience necessary for productive employment and further education.

Supporting Initiatives

* support in 30 states to develop academic standards and curriculum frameworks in core subject areas of math, science, English, history, civics, geography, and the arts.

* grants for developing voluntary skill standards covering 19 major industrial areas to be compatible with world-class levels of industry performance.

* grants to support the development and/or revision of valid assessment systems aligned to state standards.

* establish study group on international benchmarking and world-class standards.

* support the development of standards for accomplished teaching and assessment of competence toward meeting those standards.

* develop professional development principles and sponsor programs to help teachers prepare students to meet high academic standards.

* support technical assistance activities at the state level to support achieving high academic standards.

* support new research in improving academic achievement for all students.

* collect data and support resulting analyses to report on student academic progress and trends both nationally and internationally.

< < Notes > >

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